Year 10 English

“Idiolect” Oral Presentation

* Consider the influence of shared Australian culture, ethnic culture and popular culture on the way people in Australia speak. With regards to pop culture, consider how American language finds its way into the Australian way of speaking via pop culture (e.g. “slumber parties” vs. “sleep-overs”).
* Audit your own language use, with the aim of identifying at least one example of the influence of each of the following on the way you speak…
  + shared Australian culture
  + ethnic culture
  + popular culture
* Develop an oral presentation, accompanied by visuals, to explain the origins of certain elements of your idiolect (at least one example of each of the above-listed).

Think about the Australian slang terms or phrases you use, the words or idioms you use that your parents also use, and the phrases you may have picked up from movies, music, the Internet, etc. In general, think about your habitual language use; the phrases you use often are likely to be the best examples of your idiolect (the vocabulary you use and the way you speak).

*Please see overleaf for the assessment criteria for this task.*

**Year 10: Speaking and Listening**

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| **VELS points** | 9 | 9.5 | 10 | 10.5 |
| **Marks** | ( working at Year 9 level ) 1 | Medium 2 | High 3 | Very High ( working at VCE level) 4 |
| **Knowledge of topic**  **Creativity** | Speech provides an accurate and complete explanation of key concepts and issues, prompted by use of cue cards. | Speech explores interesting and relevant aspects of the issue. Presented with occasional reference to cue cards indicating understanding | Speech explores several interesting and relevant aspects of the issue. Minimal use of cue cards, indicating thorough understanding of material. | Speech explores several interesting and relevant aspects of the issue in detail. Minimal use of cue cards, indicating very thorough understanding of material. |
| **Exploration of ideas relating to the topic**  **Creativity** | Speech is informed by clearly evaluated sources; thesis is logically and coherently supported.  Multi-media is effectively used to support presentation | Speech provides evidence of extensive and valid research; combines personal ideas with new ones to form well informed insights. Multi-media is used to support the presentation where appropriate. | Speech was extensively researched. Approach to the topic is unique and shows that thinking has occurred and that subtleties of the topic have been taken into account. Multimedia, where appropriate, enhances the presentation | Speech was extensively researched and this research referred to. The approach to the topic shows the subtleties of the topic have been carefully considered. Multimedia, where appropriate, enhances the presentation. |
| **Introduction** | Speaker presents a clear, strong and relevant contention on an issue and employs techniques to engage the audience. | Clearly stated thesis shows evidence of evaluation of ideas and sources which contributed to its development. | Clear and detailed contention is stated, indicating thorough evaluation of the ideas upon which it is based. | Clear, detailed contention is stated and briefly explored, indicating critical evaluation of the ideas upon which it is based. |
| **Main Body** | Speech contains critical analysis of the evidence chosen to support the point of view. The oral presentation is cohesive and engaging. | Speech contains critical analysis of evidence chosen to support the point of view and goes beyond this to show independent thought. | Speech contains critical analysis of evidence which supports and develops the point of view. Material presented shows critical, independent thought. | Speech contains critical analysis of evidence which supports and develops the point of view. Material presented shows highly critical, independent thought. |
| **Conclusion** | A conclusion to the oral argument is achieved through evaluation of the key supporting evidence used. | Conclusion is achieved through evaluation of supporting evidence and making a clear final statement relating to this. | Conclusion is achieved by careful evaluation of supporting evidence and making a clear and concise final statement relating to this. | Conclusion is achieved by critical evaluation of supporting evidence and making a clear and thought provoking final statement relating to this. |
| **Coherence** | Speaker selects appropriate language and non verbal techniques to suit the demands of the task. | Speaker selects appropriate language and non verbal techniques which are incorporated fluidly within the task. | Speaker uses a range of appropriate language and non verbal techniques which are incorporated fluidly within the task. | Speaker employs a wide variety of appropriate language and non verbal techniques which are used to add meaning to the material presented. |
| **Fluency, expression and speaker/**  **audience relationship.** | Speaker presents topic with enthusiasm and confidence. Maintains audience interest through appropriate selection of ideas and good use of tone, posture, and eye contact. Responds confidently and precisely to audience questions | Topic is presented with enthusiasm and confidence. Audience interest is maintained through careful word choice and appropriate tone, pace and pitch. Content is carefully selected and eye contact maintained. Prompts audience responses which are treated appropriately. | Complex ideas are presented with enthusiasm and confidence. Audience interest is maintained through careful word choice and varied use of tone, pace and pitch. Eye contact is maintained. Incorporates audience responses, both verbal and non-verbal into speech to ensure development and clarification of communication. | Complex ideas are presented with enthusiasm and confidence. Audience engagement is achieved in most aspects through careful word choice, and skilled variation of tone, pace and pitch. Eye contact maintained. Stimulates a high level of questioning, comment and discussion. |